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ABSTRACT

Most school systems in Georgia received some sort of assistance during fiscal years 1974 and 1975 from Title I of the Elementary and Secondary Education Act. Since its passage in 1965, Title I has been the major federal funding source for education, providing a broad range of services. The aim of Title I is to serve culturally and economically deprived students. Georgia's FY 75 allocation for Title I provided more than $55 million to the State. Over 150,000 students benefited from the funds, with almost all school systems receiving some sort of assistance. With so many systems involved, it is stated that it is considered not practical to feature each program in this document. The 23 projects described in this report of FY 74-75 represent the range of instruction offered through Title I, and show how some projects labeled outstanding serve their students. Projects from FY 75 are shown first, followed by FY 74. All address the problem of how to give students the help they need to "catch up" in the basics--through reading, writing, math or kindergarten. (Author/JM)

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Title I Outstanding Programs FY 74-75

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Title I
Division of Compensatory Education
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
Jack P. Nix, State Superintendent of Schools
1975

Introduction

Most school systems in Georgia received some sort of assistance during fiscal years 1974 and 1975 from Title I of the Elementary and Secondary Education Act. Since its passage in 1965 Title I has been the major federal funding source for education, providing a broad range of services.

The aim of Title I is to serve culturally and economically deprived students. Georgia's FY 75 allocation for Title I provided more than $55 million to the state. Over 150,000 students benefited from the funds, with almost all school systems receiving some sort of assistance.

With so many systems involved, it is not practical to feature each program. The 23 projects described in this report of FY 74-75 represent the range of instruction offered through Title I, and show how some outstanding projects serve their students. Projects from FY 75 are shown first, followed by FY 74. All address the problem of how to give students the help they need to "catch up" in the basics — through reading, writing, math or kindergarten.

Baldwin

Baldwin County

Baldwin County's Title I program served 653 students at seven schools during FY 75. Fourteen teachers and 17 aides worked in the program, which encompassed reading and math instruction and kindergarten. Baldwin County's Title I budget for the year was $233,631, including carryover funds. This includes the cost of instructional materials and supplies, consultive services and staff development, and salaries of teachers and aides.

At one typical school in the program, the Title I teacher works with 20 third graders and 20 fourth graders for one hour each day. Because she works with the children only an hour each day, she feels planning is crucial for her program of remedial instruction, and each child's activities are charted for daily individualized instruction. Pre-testing and evaluation during the year help her keep track of each child's progress and assign activities aimed at the student's particular learning problems.

If a child finds one textbook format difficult to understand, another format is tried, until a text is found which the child understands and can use. The teacher employs a commercial textbook index with cross-references to various textbook series.

Carrollton

There are seven Title I units serving 137 children at Carrollton City kindergarten.

Carrollton City system has been involved in kindergarten since 1969, and the system is fortunate to have a rich training resource located nearby. West Georgia College in Carrollton is a major source of the state's teachers, and the system and college have worked together on several projects of mutual benefit. West Georgia teachers-in-training observe and learn by working with students in Carrollton's kindergarten classes.

Each Title I kindergarten class consists of 19 or 20 students and a teacher and one aide. The Title I classes are housed with other kindergarten classes in a building devoted only to kindergarten. All pre-schoolers are provided with type A lunches every day. Activities during the day focus on acquiring the cognitive and motor skills needed for first grade success. Students also begin to learn to work and play with others. For instance, a "go fishing for letters" game not only teaches some letter names, but also helps children learn to play together. The classrooms all employ activity centers at which children have time to work, as well as scheduled time for activities in which the class participates.

Carrollton's FY 75 kindergarten budget through Title I was $119,184, including carryovers from previous fiscal years and Part C funds. Covered through this budget are salaries for seven aides and seven teachers, a part-time coordinator, a clerk and a supervisor, equipment and supplies, some transportation for students, maintenance and operation and sick leave funds for the teachers. All the children served through Title I attended the Carrollton City Kindergarten Center.

Carrollton City

Chatham

The evening tutorial program for children residing in institutions for neglected and delinquent children has been a vital part of the Savannah-Chatham County Public Schools' Title I activity. This activity, designed to provide instruction in reading, mathematics and related subjects for students who are making unsatisfactory progress in their regular classes, is set up in four institutions. The program provides instruction, practice and drill as well as experiences that enhance the students' self-image, that provide success and give guidance and help in homework assignments.

Ten regular classroom teachers are employed in the 1974-75 program. One supervisor, who works two hours an evening, gives assistance to the teachers. Each institution has one or more classrooms to house the tutorial activity. Classes are conducted three evenings a week, with two hours of instruction and homework guidance provided at each session. The activity begins at the end of the first six weeks of school and lasts for 72 sessions ending with the fifth grading period.

Prior to the tutorial session the teachers were involved in a program of in-service training. During training sessions the general philosophy of tutoring was stressed, the proper use of materials for remedial work was demonstrated and the objectives of the activity were discussed.

The methods used for instructional purposes vary as students' individual needs become apparent. Many of the students were on a reading level far below their actual grade placement. Informal reading inventories administered to many of the students determined placement in material suitable for them. Standardized pretests and post-tests are administered as one method of evaluation.

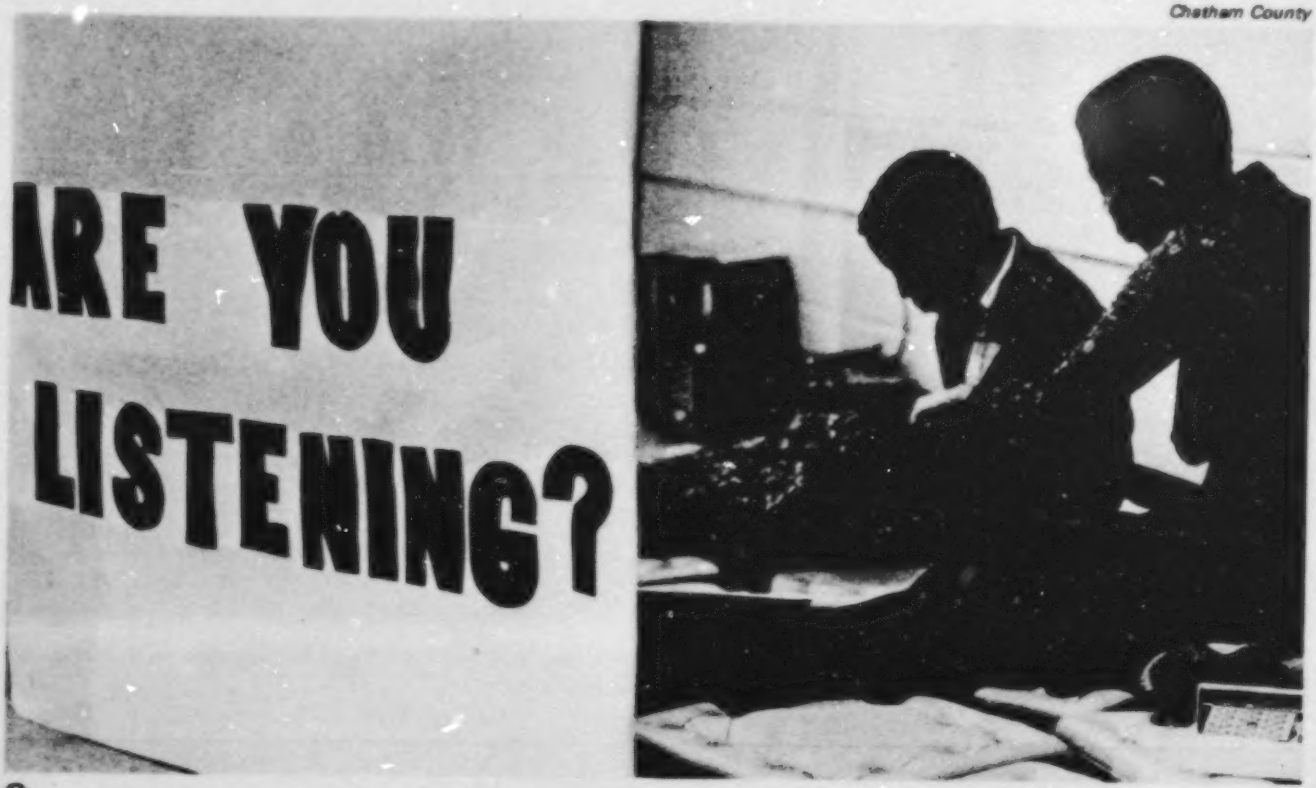
In order to keep students interested in attending the sessions, various methods are used to hold their interest, motivate them and inspire them to achieve. Small groups for reading and math instruction help each member make progress and achieve a measure of success. The students are grouped by grade level or by similar assignments. Individualized instruction is an integral part of the tutorial activity.

Student conferences also play an important part in the institutional tutorial program. These conferences concern progress, tests and instruction. The conferences help the student to gain insight into his problems and to encourage him to try to solve them.

In addition to the pre and post-tests, evaluation includes teacher observation of students, an analysis of report grades and conferences with regular classroom teachers.

Chatham County's total budget for Title I during FY 75 was $1.7 million in Part A funds, and $692,000 in carryover from previous fiscal years. Included in this budget were salaries for 10 teachers in the tutorial program, 37 teachers in corrective reading, 33 teachers of corrective math and 40 kindergarten teachers. The institutional tutorial program served 138 participants during the past year.

Chatham County



Coffee

Coffee County

The Title I activity in Coffee County has as its two priorities corrective reading and corrective math. The project is designed to serve 1,140 educationally deprived students in grades one through six.

The Title I reading activity is lab-oriented and began in fall, 1971. During the 1974-75 year there were 11 reading teachers and 11 reading teacher aides. The labs use the "Listen, Look, Learn" program produced by Educational Developmental Laboratories. Approximately 660 children are served every day.

The instructional activity includes visual and perceptual training, oral participation, sight words and their use in a story presentation and a word study activity. A post-test is administered and a formula applied to determine student progress.

One typical group of students during the 1973-74 term had an average gain of 1.02 for the 7.5 months measured in the lab compared to an average growth of .67 per year before lab instruction. This indicates a 2.1 ratio of learning.

One student scored 2.7 on the pretest. After 3.5 months of instruction, she scored 3.5, a growth of eight months. This is an average of .42 growth before the program compared to 2.2 in the lab.

The mathematics program began in the fall of 1973 with seven teachers and seven teacher aides serving approximately 580 students. This system gives students an opportunity to work on their own level at their own speed.

Placement tests were given and student profiles were made for each student to indicate the level at which he or she would begin work.

One student's story illustrates the behavioral and learning results of the program. She came in the lab and the teacher and aide both worked individually with her every day. At first she did not show much improvement. Now she is doing very well and has more confidence in herself.

Budgeted for Coffee County's Title I program during FY 75 was $425,728. Included in this figure are administrative costs, salaries for 20 teachers and 20 aides, instructional materials and in-service training costs.

Crisp

In Crisp County, Title I kindergarten classes have been operating since 1969. During 1974-75 the program served 119 children in three schools. Each of the seven classes had a qualified teacher and an aide.

One teacher in the program says she feels the teachers working there all have a great interest in the impact of early education on their children's lives. "We take advantage of opportunities to be used as 'stepping stones,' " she said. "From the time a child arrives until dismissal time, he is offered love and friendship by his teacher and many of his peers."

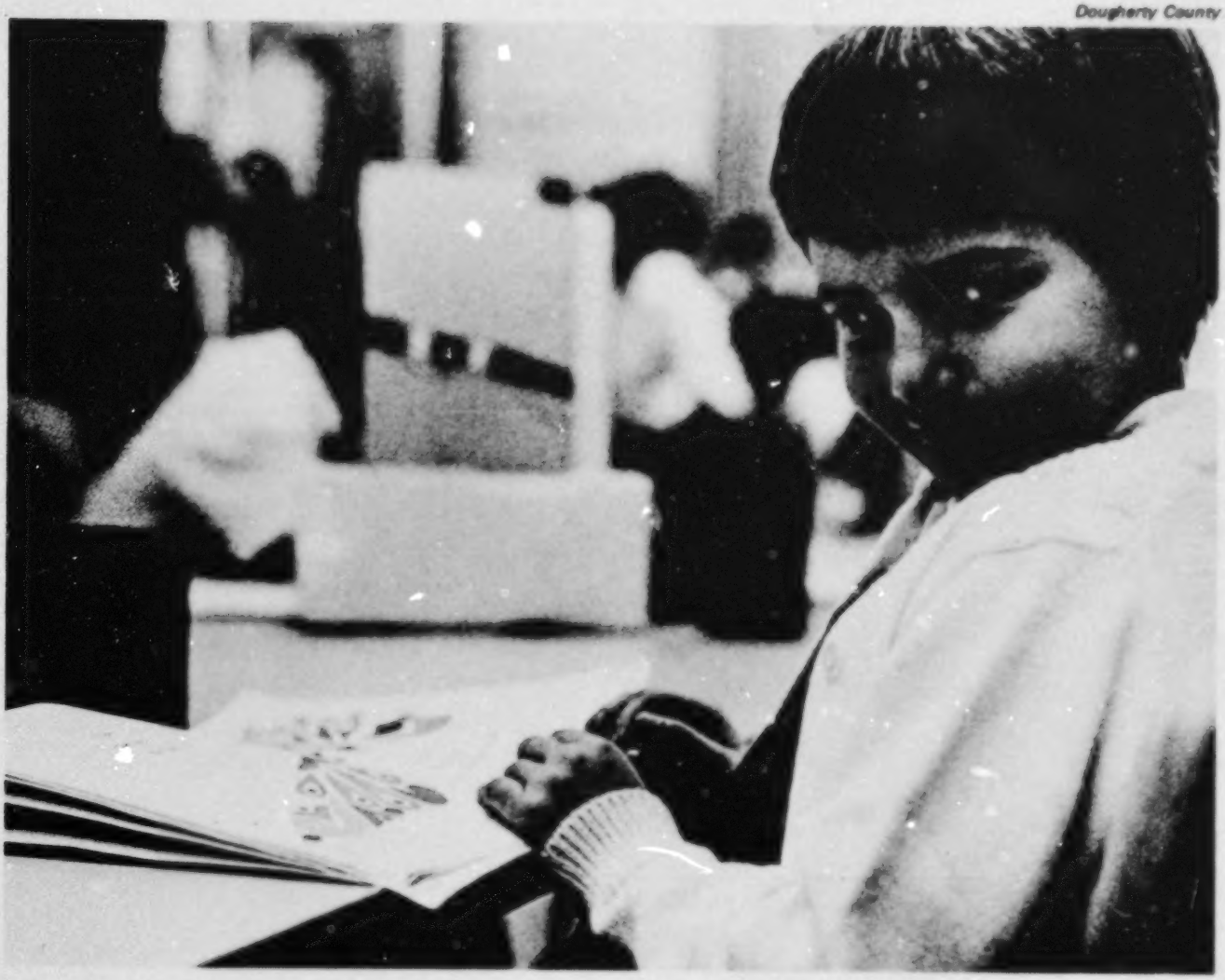
The children are provided with many different experiences every day. They have opportunities for student interaction, identification with adult figures and one-to-one relationships. Through art, music and movement they have opportunities for creative expression. Special attention is given children with low self-concepts. Methods used are strictly child-centered, working toward development of security and self-reliance.

Each classroom is arranged in centers to allow a choice of activities. Children have opportunities to select their interests, and receive adult guidance when they request it.

Crisp County's FY 75 kindergarten allotment was $84,732, excluding administrative and fixed costs, with an additional $3,782 budgeted for transportation. The county also has Title I reading and math programs which were alloted $143,539 and $56,923 respectively.

Crisp County

Dougherty



Dougherty County

Dougherty County's Title I reading project is one of six in the nation selected for validation during FY 75 by the U. S. Office of Education. The project had been in operation for nine years, when a change in the structure of the project was made which began to yield more significant results. In 1972-73, the system changed from a central reading clinic to "mini-clinics" in each Title I school, brought in more teacher aides and gained more enthusiasm from students. In studying the program, it was found that the cost per month of student gain was far less than the regular program alone.

Organizing materials and time for students is crucial to the teachers who work in Dougherty County's reading labs. Children attend lab for a short time each day, and every moment is precious. At the lab at River Road Junior High in Albany, a map provided to students helps them find their reading assignments quickly and with a minimum of class disruption. Quiet and order are essential in the reading labs, and arranging supplies and materials so they are easily found helps give students the maximum amount of time for reading and studying.

During the FY 75 school year, nearly a tenth of the school population was reached through the Title I reading program in Dougherty County. Also included were children at St. Theresa's, a parochial school which elected to participate in the project.

Dougherty County's Title I budget for reading during FY 75 was $459,000. Included in this figure are salaries for 21 reading teachers and 23 reading aides, instructional materials, administrative costs and in-service training for staff. Through the program 1985 students received individualized instruction in reading in the past year.

Evans

At the Claxton Elementary School in Evans County 119 preschoolers participated in a Title I kindergarten activity. Its goals were to acclimate each child to the school environment, increase his socialization skills and help prepare him for first grade.

Each of the seven kindergarten units had a well qualified teacher involved in graduate study in early childhood education. Every two teachers shared a licensed instructional aide.

Placement in the kindergarten activity is determined by a Gesell Development pre-test, administered by the counselor, which measures the maturity level of each child. The Gesell post-test is given in the spring to determine progress and placement in the first grade.

The kindergarten student's day is arranged for large group, small group and independent activities to develop readiness skills through informal and real life experiences. Because most of the students are transported to school by bus, it is necessary for them to remain at school until 3 p.m. Each child is served breakfast at 8:45 a.m. and lunch at noon provided through the regular school lunch program.

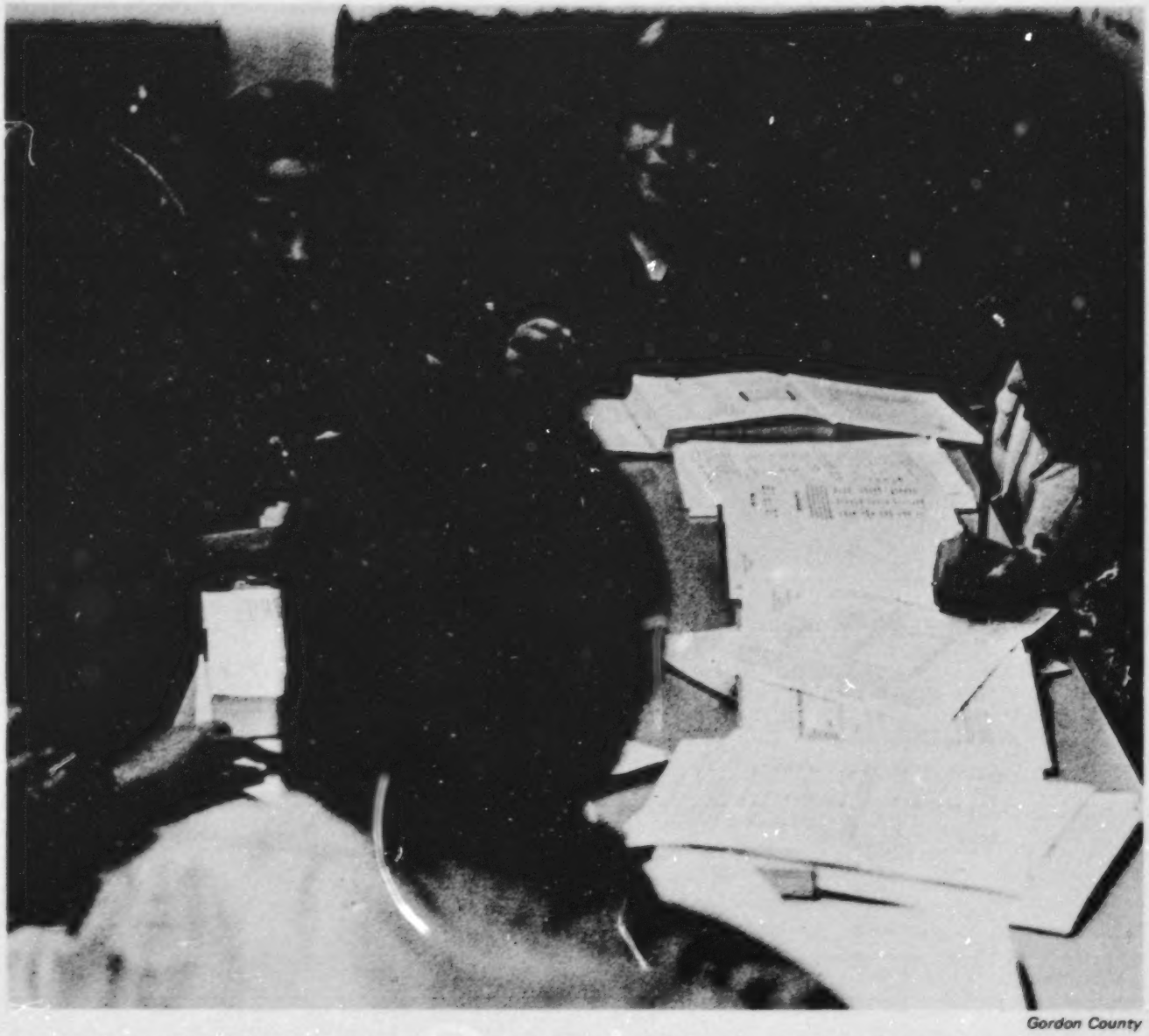
At a designated time during the day kindergarten students select a learning center. He may choose to role play by manipulating a puppet, to dress-up or keep house, to look at books or listen to a story with earphones in the library corner, to play a math or other educational game, to observe such animals as baby gerbils or fish. Students can make discoveries at the science center, express moods or feelings at the easel with paint, walk the balance beam or participate in a variety of other fun and challenging activities.

Once each six weeks parents receive an estimate of their child's performance recorded on a progress chart designed by the kindergarten faculty. Teachers use parent-teacher conferences, phone calls, notes and home visits to communicate with parents. Parents cooperate with the school by planning special holiday parties, attending special events, and serve as substitute teachers.

Evans County

Evans County's budget for the Title I kindergarten program was $79,768 during FY 75. Included in this figure are salaries for seven teachers and four aides, instructional materials, one custodian's salary and transportation for students.

Gordon



Gordon County

At Belwood School in the Gordon County system, one Title I reading teacher and one aide served 45 students daily in small groups using a wide variety of both commercially prepared and teacher made materials. Before being selected for the activity, students must be at least two or more years below grade level in reading and show potential for making progress. Several different methods are used to determine whether the students meet these criteria. The teacher aides provide additional assistance to students who are most seriously deficient. She is fully trained in the use of commercially prepared materials. The reading teacher consults with the regular classroom teacher on each student's progress and materials that will help each student in his regular reading class.

Reading teacher and classroom teachers work together for the student's benefit. Every spare moment of the student's time is used; those who arrive on early buses are tutored before their classes begin.

Both teacher and aide sum up their feelings by saying, "We feel good at the end of each day because we feel we have accomplished something. We feel we make a difference in the lives of the children we serve."

During FY 75 Gordon County worked to improve reading in eight schools, using the Title I budget of $101,445 to employ eight reading teachers and five paraprofessionals and serve 340 children.

Jackson

Jackson County

Jackson County's Title I program served 164 students at five schools during FY 75. Five teachers at five schools were paid through Title I funds. No aides were involved. The budget, including funds for instructional materials and fixed charges, was $53,877, including a carryover from the previous year.

All classes taught through Title I were reading classes. At one typical class at the Maysville School, small groups of children come once each day for individual instruction with the reading teacher. Supplementary materials are available for the children's use while they wait their turn for instruction.

Lowndes

Lowndes County

The Lowndes County Title I project provides activities and services for educationally disadvantaged children at the junior high level (grades 7 and 8) rather than the elementary level, as would normally be required. This assumes a significant effort is being made to meet the most pressing needs of all educationally disadvantaged elementary children in this school district through other federal, state and local resources; resources combined to insure an effort of greater size, scope and quality than would be the case if Title I funds were utilized. It is not now possible for this school district to implement an early childhood educational program for all educationally deprived pre-schoolers for lack of facilities to house the program.

Most authorities agree that, on completion of elementary school, students should be reasonably competent in all basic skills including reading, mathematics, spelling, science, social science and handwriting. The educationally disadvantaged then are those children who fail to master basic skills at rates normally expected of children their age. Most compensatory educational programs attempt to correct or prevent these deficiencies as early as possible. One major problem, however, has been to find the most effective, efficient and financially feasible method.

After much study Lowndes County education leadership concluded the most promising means of providing true equality of educational opportunity lay in an individualized learning program. Our first choice was Individually Prescribed Instruction (IPI).

IPI is the result of a consortium among three groups: the Learning Research and Development Center at the University of Pittsburgh; Research for Better Schools, Inc., an ESEA, Title VI, Educational Laboratory, and participating schools. IPI is a systems approach to instruction combining staffing patterns, curriculum design, methods, media and scheduling to maintain the "cutting edge" of the learner's potential as he progresses.

Since the proposed IPI project could be classified as innovative, Lowndes County was approved for an ESEA, Title III grant. Title III only agreed to partial funding, and Lowndes County coordinated funding from other sources in order to implement IPI on a wide-scale basis.

After four years in operation, IPI had proven successful in meeting the needs of the majority of the elementary students in Lowndes County. During the 1972-73 school year, Lowndes County extended IPI in reading and mathematics to grades seven and eight at all junior high schools in the school system. This expansion of the IPI program in the Lowndes County School System was funded by ESEA Title III. ESEA Title I funded the program for the 1973-74 school year.

The IPI program in junior high is a program designed to meet the most pressing needs of the disadvantaged students on the junior high level in reading and mathematics. During FY '75 Lowndes served 370 junior high students through the Title I math program. The total Lowndes County Title I FY '75 budget was $144,845 in regular funds. This included salaries for 10 teachers and 9 aides working in reading as well as math.

Madison

The kindergarten activity, funded by Title I in Madison County, served 64 children in 1974-75, its sixth year of helping Madison County's children. There were four Title I teachers and four aides.

The program is designed to provide a variety of stimulating experiences including language arts, math readiness, social studies, science, physical education and music.

A typical day begins at 8:30 a.m. with the arrival of the children by bus. Since this is a rural county, most of the children ride buses, stay the full school day, take a nap after lunch and return home between 4 and 4:30 p.m. The children are served a snack and hot lunch daily.

The typical child served by this kindergarten is white, five years old, with both parents working at unskilled labor, Protestant and has an average of two siblings in the home. The typical child has inadequate medical and dental care, and needs planned activities for the development of age-appropriate language, motor, social and intellectual skills.

The kindergarten activity has made a significant impact on their readiness and subsequent performance in the first grade.

Madison County's Title I program had a total budget of $201,427 for FY '75. Included in the budget were salaries for kindergarten teachers and aides and four reading teachers and four reading aides. Also included are administrative costs, supplies and some transportation for kindergarten students.

Madison County

Rockdale

In Rockdale County several different approaches are used in the Title I reading program, which served 290 children at seven schools during FY 75.

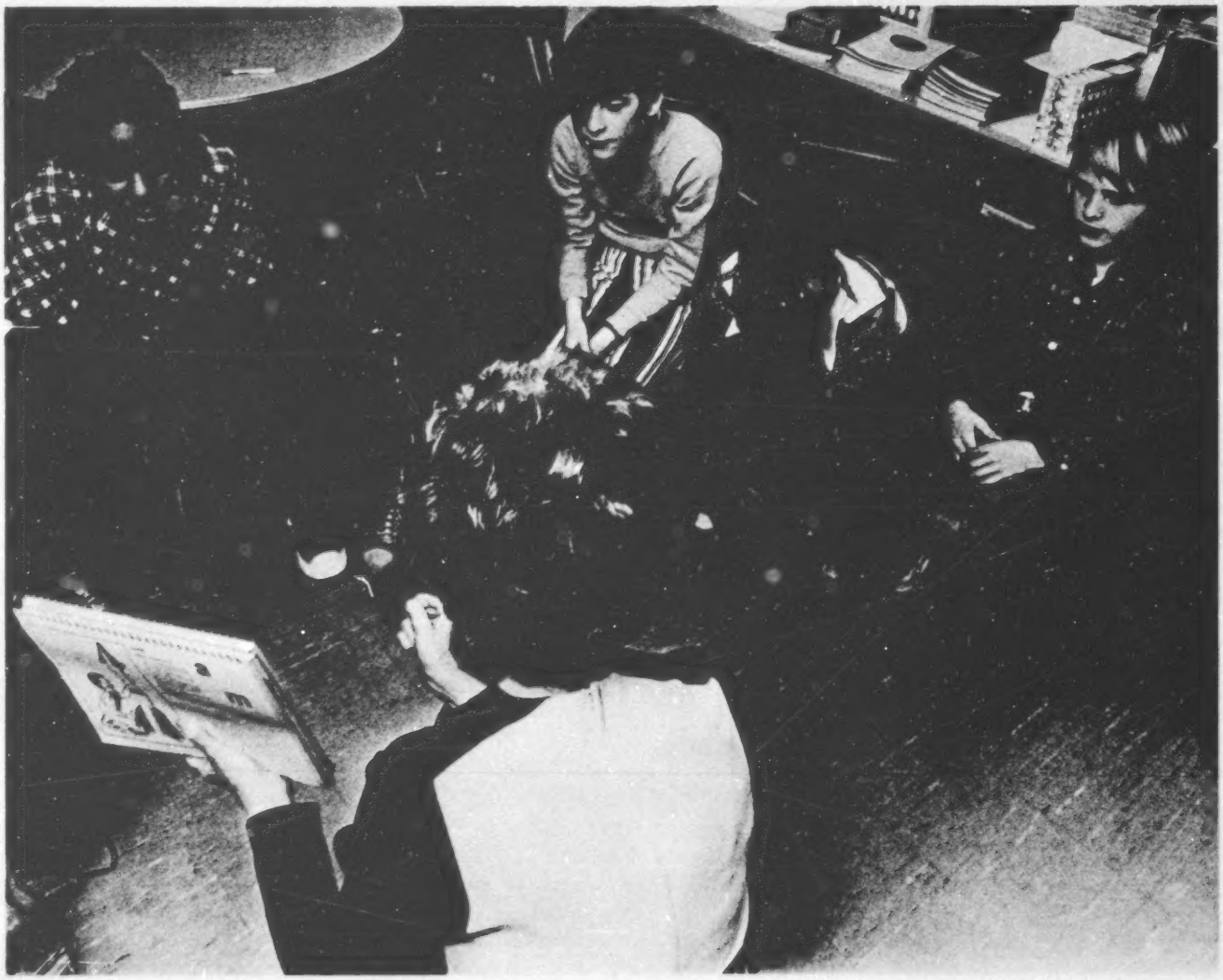
At Flat Shoals and C. J. Hicks Elementary Schools in Conyers, students in the program from grades one through six take time out each day to visit the Title I resource room with special materials available. A number of tests are used to assess the child's reading level when he enters the program and to chart his progress. Some of these are the California Reading test, the Stanford diagnostic and the Gimore Oral Reading test. Emphasis then is placed on teaching the specific skills needed by each child. Students are not grouped into reading categories, but are encouraged to foster an interest in reading for pleasure through free reading. Positive approaches are used to help develop self-esteem in the belief that self-concept is closely related to reading success.

At J. H. House Elementary in the same system, children in small groups learn the basics of phonics in intensive, disciplined drill with their teachers. As a group they work to recognize sounds associated with letters and groups of letters and use them in words and sentences.

The students also use instant cameras to advantage. They are allowed to take the pictures at home as well as in the classroom to show their families. To sharpen their powers of observation and description, students dictate on tape their ideas of what they saw in their pictures. The tapes were then played back to the class, and the group identified the picture best described on tape.

Rockdale County's Title I budget for reading during FY 75 was $118,000 including some carryover funds. This includes teachers' salaries at seven schools, supplies, equipment and fixed charges.

Rockdale County



Terrell

Terrell County

Reading scores looked better in the 1974 evaluation in Terrell County Schools, and much credit must be given to the extensive Title I tutorial program that provided one-to-one reading instruction for 272 boys and girls in the primary and elementary schools.

It was the third year of programmed tutoring and, for the most part, the improvement could be attributed to better scheduling and closer communication between Title I personnel and regular classroom teachers.

Twelve children attended a tutorial classroom each 45-minute period. Half of them used the six reading booths installed in the room, and the other six were instructed by the Title I teacher. When the period was half over, the two groups changed places. Each child received both individual instruction and small group instruction during the period.

The 19 tutors were salaried aides who received approximately 12 hours preservice training in tutoring and four hours in-service later. They were closely supervised by Title I teachers. Each tutor worked with an average of 13 children a day.

The program clearly defined the techniques used by the tutors as they stressed word analysis skills and guided practice in oral reading and comprehension skills.

Weekly and monthly record sheets provided a record of each child's performance to help tailor the program for the child. Monthly tutorial reports were passed from tutor to Title I teacher. These reports included records of the child's progress, any special reading problems noted by the tutor and personal comments. At the end of the year, a report of each child's work and tutorial progress was compiled and filed in his cumulative folder.

Tutorial records and teacher evaluations suggest that the tutorial program was the Title I activity held in the most esteem. Statistics suggest that through this program more gains have been made in reading achievement, although there is no way to differentiate between the learning from tutoring and the learning from small group or classroom instruction. It can be noted that 95 percent of second, third and fourth grade students in Title I reading classes showed an average gain from eight to 13 months. Lowest achievers in the primary grades seemed to benefit most from the program.

Terrell County's total Title I budget for FY 75 was $280,674.

Union County's Title I mathematics project involves students from grades two through seven. The project served 39 students during the 1974-75 school year.

To pinpoint individual weaknesses, students selected are given diagnostic tests in addition to the achievement test. Then instruction is provided to correct their

Union

Union County

weaknesses. Almost all teaching is done on a one-to-one basis. Frequent testing and review are given. Each student has an individual program of work and can progress at his or her own rate.

Pretests indicate the students are from one to two years below grade level in mathematics.

One nine-year-old child is a good example of this problem. His pretest showed him to be on a 2.6 level in mathematics according to test data. A prescribed course of work was followed to alleviate his weakness. Within two months test data indicated that this student was achieving at grade level expectency.

Union County's budget for all Title I projects during FY 75 was $120,590. This figure included services for a total of 328 children in three schools in reading, math and kindergarten activities.

Wayne

Wayne County's Title I kindergarten project served 185 pupils during FY 75. Ten teachers taught during the entire year, two more taught during part of the year. Each teacher was assisted by an aide.

Kindergarten teachers developed and used a curriculum guide based on the belief that each child's learning potential is [illegible]d by a variety of rich experiences. The curriculum provides activities to promote physical, intellectual, social and emotional growth.

Wayne County's teachers believe the most effective programs result from teacher-parent team efforts. Teachers and aides seek close relationships with the home. Open houses, parent-teacher conferences, "parent-school day" and similar activities help parents to be part of their children's education. The progress report developed by teachers notes each child's areas of growth as well as the areas which need attention. Individual folders prepared on the kindergarteners give first grade teachers some insight in getting to know their pupils.

Evaluation of the 1973-74 kindergarten program showed 79 percent of the children receiving pre and post-school readiness tests were within six months of readiness for the first grade. Informal surveys of first grade teachers also reveal this to be a generally accurate picture.

Wayne County's total Title I budget for FY 75 was $125,467. Included in this figure are salaries for all teachers, aides, instructional materials and pre and in-service training for all personnel.

Baldwin County

Whitfield

Whitfield County

In Whitfield County during FY 75, 334 students at five schools were served by Title I. Budget for the program was $105,458, including salaries for five teachers and 10 aides and instructional materials.

At Dug Gap Elementary 55 students are involved in tutorial programs in reading and math. Students who score below a certain level on the Metropolitan standardized test are steered into the program.

In math, students work with blocks, sticks, magnetic numbers and other brightly colored objects which help make concrete the abstract principles of adding and subtracting. Workbooks are also used, and students are tested periodically to assess their progress. Teachers and aides alike feel the individual attention accorded each child in both reading and math is essential to success, and each child's needs and accomplishments are carefully recorded.

Title I Outstanding Programs FY 74

Crisp

When preschoolers in Crisp County's Title I program chant in unison that "Mr. 'F' has funny feet," and "Mr. 'T' has tall teeth," they are not just indulging in simple children's games. The exercise is an important part of the reading readiness program developed by local coordinators and teachers to improve language skills of disadvantaged youngsters.

Using eyeball to eyeball instruction the kindergarten teachers stress communication among the students. "Mr. 'F' " and "Mr. 'T' " are actually animated models of letters of the alphabet, but to the youngsters they are alive.

"These materials help develop perception and recognition in the children. They also teach them to construct sentences. Many of them do not know how to speak in complete sentences," a teacher explained.

Crisp County program directors believe in using innovative materials to enrich the experiences of the Title I students. "Our program probably has the best equipment of any schoolroom I've been in," the coordinator stated.

Sandboxes and toy kitchen equipment share classroom space with the alphabet people in the kindergartens. Students observe multi-media presentations involving films, recordings and puppets, and they take part in the Most Important Person program. This series integrates movies, song sheets and skits to develop spontaneous and creative expression in the youngsters. "And it's so helpful in working with the students' self-images," one teacher noted.

Approximately 140 children are involved in the preschool program. The school system employs seven full-time teachers and aides to head classes of no more than 20 students.

Seven Title I kindergartens operate in Crisp County. Two of these are held in public schools, and five are conducted in an abandoned school building renovated by the school board with ESEA funds.

"This program has made a tremendous difference in these youngsters' lives," the coordinator remarked. He noted that the children are extremely well disciplined, unlike many educationally deprived youngsters who express hostility toward school.

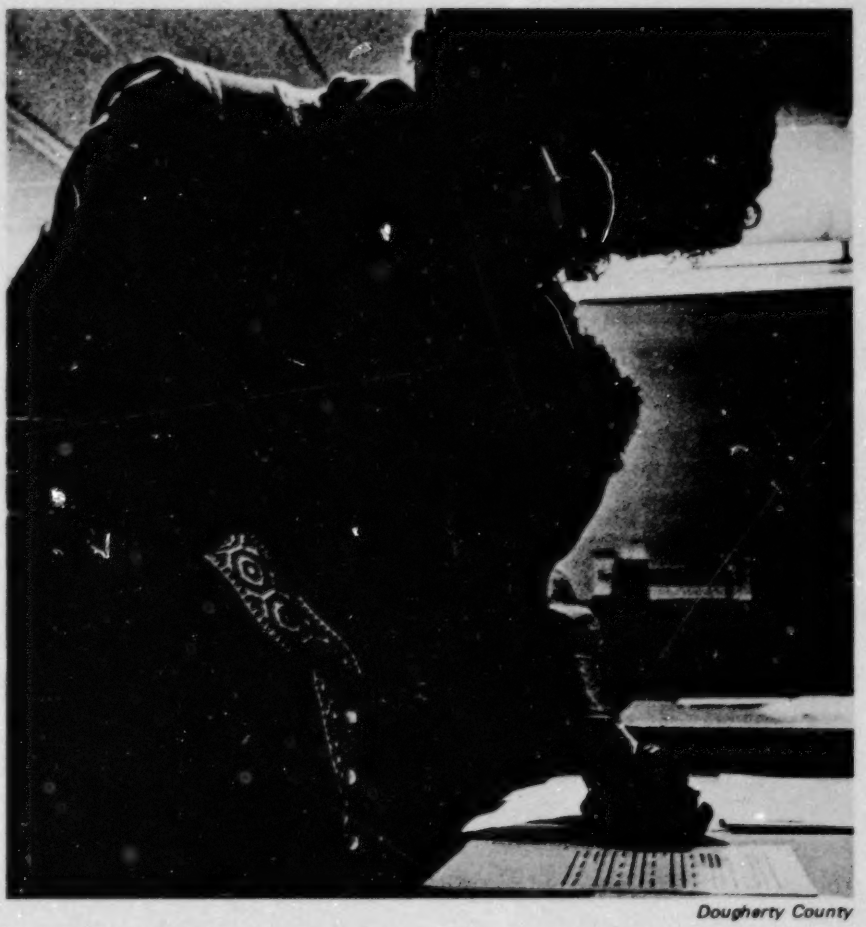
Despite the fact that the county's Title I allocations were cut back in 1974, the system managed to operate on $347,000 for the fiscal year. Program officials revealed that many of the teachers willingly worked without contracts during this time.

As might be expected, the results of such a program have been positive. Post-test results show that most of the children can learn at the same rates of other youngsters, and on the average, move up to near-maximum intelligence scores after their preschool training.

"So many of them have home lives that we can't change or help. But the majority are bright children who can learn as well as anyone else. By the end of the year, you can really see a difference," one teacher said.

Crisp County

Dougherty



Dougherty County

When Dougherty County's Title I reading program moved into the schools in 1965, the staff began coordinating a more sophisticated method of instruction than was followed in most Title I schools around the state. Since the 36 teachers and paraprofessionals there were responsible for 1800 severely disadvantaged students, the situation called for a highly streamlined plan of remedial instruction.

Implementing what they termed the "total lab concept," staffers now rely on self-instructional material, freeing them to monitor classes and give as much personal attention as possible.

Each teacher is responsible for between 80 and 120 first through ninth graders. "We've estimated that teachers have no more than 30 seconds per day to spend with each child," stated the program coordinator.

Although individualized tutoring is impossible, teachers have modified the lab concept to stress improvement of basic reading skills while fostering a positive self-image in the children. Using the diagnosis and prescription method, the instructor tests each child to determine his weaknesses. She then assigns at least one task each day he can perform successfully.

"We take the child as far as we can," said one teacher. "Somedays you might see as many as 20 children involved in 13 different activities."

Title I staffers take great care to see that none of the students become discouraged or bored. Each youngster is given at least two activities daily designed to meet his needs. "They have assignments they can succeed at and be praised for. This is very important for their self-confidence," one teacher noted.

Since the students take the remedial reading courses in conjunction with regular courses, it is not unusual that their conduct and grades in other classes improves as their literacy grows.

"We have unbelievably good behavior in these classes. The children really enjoy them, and they can see themselves progress," a staffer said.

The Dougherty program is also noted for its extensive use of expert consultants who aid teachers in determining problems and needs in the classrooms. Educators from Florida State University and the University of Georgia were on hand to provide supervision more than 40 days during the 1973-74 session.

Teachers were also given free days to visit other reading labs and observe methods of instruction and classroom management.

Securing adequate materials has been a problem for many of the county's instructors. "Lower level reading sources have been hard to find," one teacher revealed. "So, many of us have written our own," she said.

Besides the locally produced materials, teachers have relied heavily upon cassette player-recorders and videotape equipment as valuable aids.

Assessment of the students' progress is conducted through spot checks of small groups of youngsters. Program coordinators estimated that disadvantaged units like those of Dougherty County could expect a gain in reading ability of less than .3 year for each year of study. Interim and post-tests in this program however, showed more than a year average gain—a 400 percent improvement above expectance for these students.

The county operated its Title I programs during 1973-74 on $800,000 in allocated and carryover funds. This amount covered the remedial reading and mathematics programs and administrative costs.

Glynn

Calhoun County

The 200 youngsters who participate in Glynn County's Title I kindergarten program arrive at the learning center in Brunswick from all points of the county. And, according to program directors there, even more children would take part in the sessions if space were available.

"We have had more requests from parents than we have places," the program coordinator revealed. She pointed out that the prime reason for such interest is the high rate of success this program has logged since it began four years ago. Title I preschoolers, though culturally disadvantaged to begin with, stand a much better chance of earning good grades in schools than students who have not attended the program, she said.

Operating on a $172,000 budget for 1973-74, this project emphasizes student involvement in as many planned activities as possible. "We try to include all the youngsters," an instructor stated.

Twenty students are assigned to a teacher and aide, allowing ample time for individual instruction and guidance. All teachers are certified with or working toward early childhood education degrees.

A typical all-day session is likely to begin with breakfast and move quickly to language arts or science activities. After a hot lunch, the youngsters join in games, rhythm exercises and outside play. Returning to class, they wind up their day with art or music lessons and perhaps a story-telling session.

All this takes place in spacious, renovated quarters equipped with distinct areas, or learning centers. "We have several activities going on simultaneously all day," one teacher explained. She added that students have access to high-interest materials designed to teach as they entertain.

Besides record players, miniature stoves, an aquarium and stacks of picture books, one of the students' special areas is where they display their original work. "We give several presentations during the year so the students can display their projects," a teacher said. "Parents have been really helpful with this. They show so much interest—even taking off work to attend the presentations," she stated.

She cited one of her students, five-year-old Tommy, as a fine example of the progress the preschoolers make under such a program.

Pretests on the youngster showed him to lack basic language skills and coordination. Classified as a "slow learner" by psychological test results, Tommy was extremely reticent in class and refused to play with other youngsters.

His instructor and aides worked with him daily on balance beams, playing catch and leading exercises to build his coordination. As he developed confidence, he began taking an interest in the art lessons, and progressed until he was exchanging stories with his classmates.

"He really has developed. He plays with the other children now, and is a much happier little boy," his teacher revealed.

Although Tommy has not taken post-tests yet, his program coordinators expect that his progress will show average gains. "Most of the children show a gain of 1.24 year after completing the program," the coordinator stated.

LaGrange

The 210 five-year-olds enrolled in the LaGrange City Title I kindergarten program leave their homes each morning to join "a miniature society" of which they are the citizens and their classrooms the locale.

For these disadvantaged youngsters, daily classes are designed to expose them to as many varied and enriching activities as possible. Individual and group participation both are encouraged as the children learn to become aware of themselves and the world around them.

To enhance the youngsters' transition into the new and unknown world of a schoolroom, coordinators of the LaGrange program set basic goals aimed at total intellectual and personal development. Stimulation of curiosity and enrichment of language skills are high on this list, followed closely by improved auditory and visual discrimination. Less tangible attainments include longer attention spans, creative expression and development of a sense of trust in others.

Instructors of the 10 kindergarten classes rely on the child's native curiosity to spur his interest in learning. Each day, he has access to carefully chosen learning aids which are fun as well as educational to use.

Many of these aids, which teachers call "resourceful activities," are similar to objects found in most homes. To these youngsters, however, they are unique. Crayons, clay and paper, for example, are the fascinating materials found in the creative expression center in each classroom. Cooking, another resourceful activity, gives the students a chance to develop all five senses. The cooking equipment—portable oven, hand mixer, measuring cups and bowls—are shared by the teachers on a check-out basis.

In the listening centers, the children hear stories, poems and songs, often through headsets linked to recorders. In the home living centers, the children assume different roles, learning the fundamentals of social contact.

In all these areas, the youngsters receive guidance and help from their teachers. The instructors strive to challenge the intellectual abilities of the children, encouraging them to work together courteously and effectively.

This positive attitude has proved successful in a majority of cases. For example, when Robert first enrolled in the program, he was withdrawn, non-trusting and uncooperative. His teachers learned that he was the youngest child in his family, and the only one remaining at home. He had never been around so many children his age until he came to kindergarten.

Robert attended school every day. He was always clean and neat, and his mother appeared concerned about her son's progress.

The youngster's teachers worked with him, encouraging him to sample the different activities around the classroom. Little by little, he realized he was accepted and this new environment was a friendly one. Soon he was painting pictures, working in the shop, helping with cooking and communicating with his classmates.

Robert's kindergarten experience had given him his first taste of success, and had shown him that the outside world was not so fearful after all. By the end of the year, his teachers could see that he had gained his own identity and a positive self-concept.

The LaGrange system operates its Title I programs on a budget of $128,547. Each of the 10 classes is headed by a certified teacher and a licensed aide. A project director, early childhood coordinator and school principals help with implementation of the program.

Baldwin County

Richmond

Sharon is an active five-year-old who plays, skips rope, listens to stories and identifies colors correctly. Unusual? For most children, maybe not. But for Sharon, her teachers and the whole Title I kindergarten class in Richmond County, these are monumental feats.

When Sharon first joined her preschool class in September, many of the Title I consultants and teachers wondered if she would ever learn the simple socializing concepts which come so easily to most children. For months, the youngster stubbornly refused to talk to her teachers, and she shied away from contact with classmates.

When efforts from other kindergarteners and Sharon's instructors showed little progress, consultants recommended that referral to Gracewood might be in order. Sharon's teachers, however, felt that the five-year-old possessed normal intelligence, and doubled their attempts to reach the youngster.

Today, Sharon is as active and bright as any of her classmates, and is as proud of her accomplishments as her teachers are of her.

Sharon is one of 300 youngsters involved in Richmond County's kindergarten program. Twenty certified teachers and as many aides head up the classrooms in six county schools, using $534,670 in allocated funds for the 1974 fiscal year.

The objective of this preschool program is to orient the youngsters to the world which extends outside their own neighborhoods, a world many of them have never visited.

"We try to stress verbal response among the children. We want them to become used to the school schedule and social interaction," one teacher explained.

From 8:15 to 11:45 each weekday, the youngsters take part in physical education, reading readiness and basic math programs. A treasure chest filled with simple, high interest books helps develop the students' language skills. These are supplemented by cassette recorders which the youngsters operate themselves.

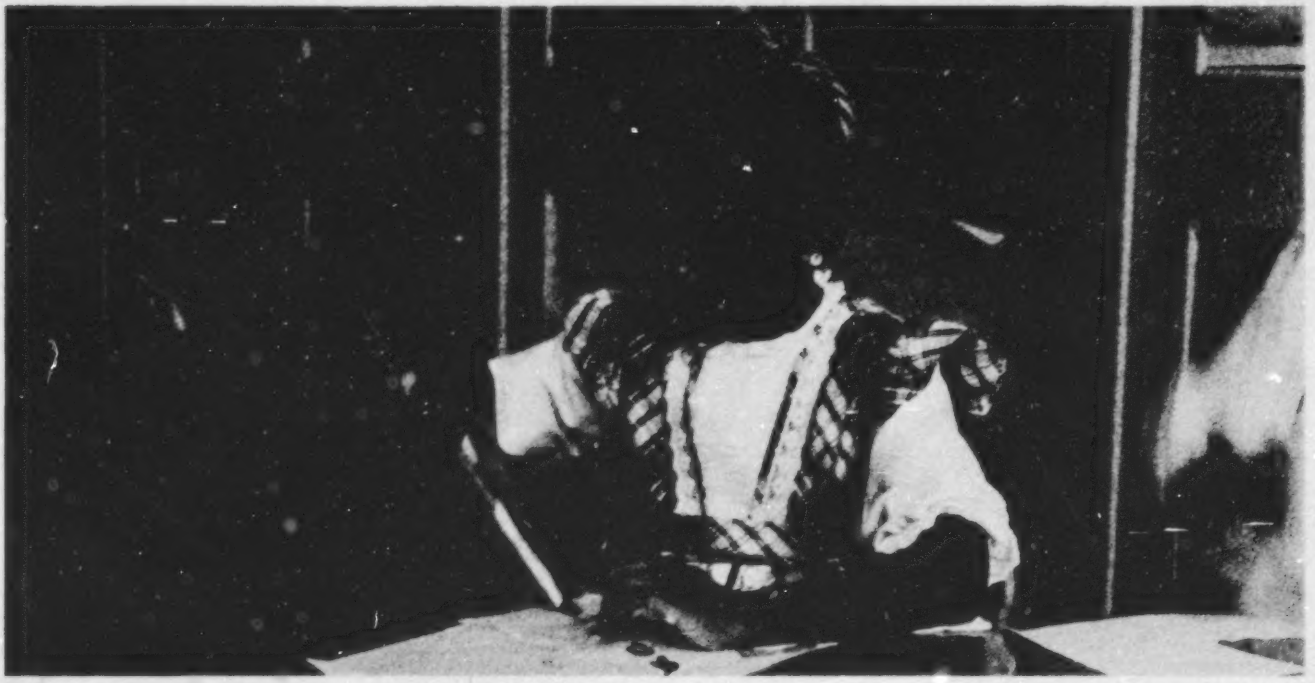
The children are also taught to write and recognize their names. They are encouraged to explore their surroundings on short field trips, and they develop motor coordination and listening skills through simple music lessons.

Parents and members of the community add unique touches to the regular class day as well. A local farmer gave one group a treat when he showed off his newborn calf to the children. Parents frequently help out by preparing and serving snacks and hot lunches for the students each day.

Richmond County Title I coordinators felt that the preschoolers' health was as important as any lessons they might be learning, so they arranged for a public health nurse to perform medical examinations on each kindergartener. For youngsters who would avoid class rather than come in ragged clothes, several teachers collected used clothing and shoes.

As one teacher stated, "Our aim is to reach the total child. And we know we're succeeding when we see the children really joining in, playing with each other and participating in class projects."

Richmond County



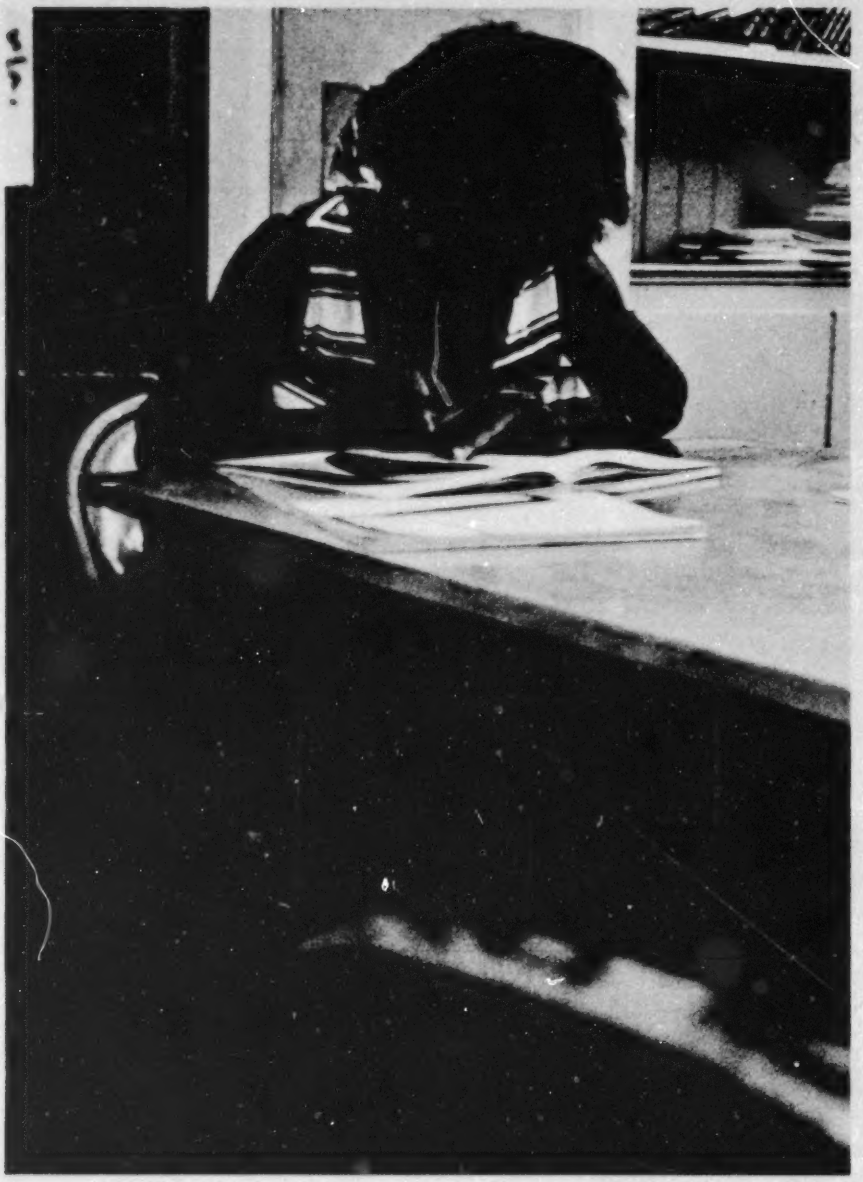
Thomaston

One of the biggest problems of the Title I reading classes in Thomaston City schools is getting the students to leave the room when lessons are over. Problems like this are welcome, however, when instructors know students share their enthusiasm for the program.

More than 260 first through twelfth graders from all four city schools participate in the project, sharing $115,612 in 1974 Title I funds. Six instructors and three aides maintain a one to seven teacher-student ratio.

As with similar remedial programs throughout the state, this individualized attention fosters a positive outlook toward learning among the youngsters. Many of these disadvantaged students have never experienced success in the schoolroom, and consequently are far behind their classmates in the most basic subjects.

Thomaston City



Each child is tested for intelligence and reading ability at the beginning of the school term. According to one primary grade instructor, it is not unusual that some youngsters rate scores of "primer or below." Tests show most Title I candidates are two years behind in their ability.

In the early grades, teachers stress the fundamentals—phonics, identification of letters and simple vocabulary. Specialized professional reading materials are available to instructors who apply them to students with particular problems.

"We teach the whole class, asking questions and letting them answer as a group," one instructor explained. She said this method eliminates the possibility of embarrassment or failure among the individual children.

Once the children have established a pattern of achievement they are anxious to answer questions on their own and take initiative in class projects. Supplemental workbooks and texts help them progress consistently and at their own speed.

Post-test results on these youngsters have shown an average two-year gain in reading ability per child.

In the upper level remedial reading classes, especially in grades five through eight, the students review the fundamentals of phonics much like their younger schoolmates. "Many of these students have no concept of different sounds," an instructor noted.

Using cassettes, films and group exercises, teachers lead these students through drills. Emphasis is placed on following written directions correctly. Most of the students have never accomplished this simple feat, which undoubtedly has contributed to their falling behind in class.

Besides the classroom study, the Title I students are exposed to field trips, art exhibits and local shops—all which broaden the disadvantaged youth's environment.

By the end of the school term, most of the students have logged a gain of 1½ years in reading ability and are at last reading at their own grade level.

Ware

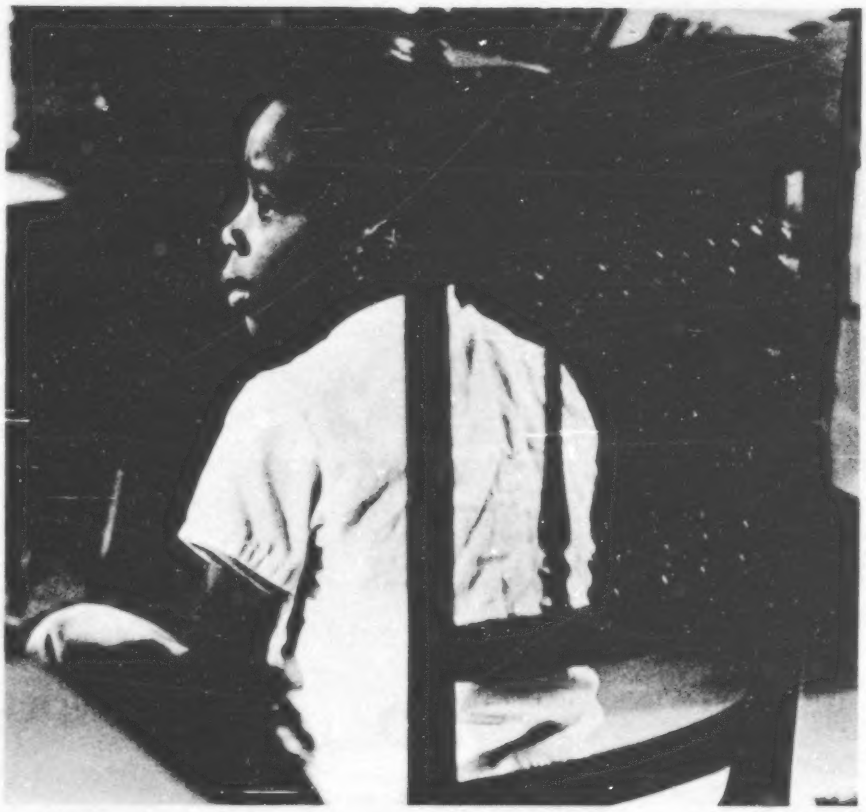
Eight-year-old Debbie was a special problem for her Title I reading teachers in Ware County. Besides lacking virtually all basic reading skills, she was totally withdrawn and apathetic where any personal contact was concerned.

Unaccustomed to being separated from her family, of which she was the youngest child, Debbie cried constantly in class. She frequently was absent because it was easier for everyone if she simply stayed home.

By the time she reached third grade and joined the remedial reading program, she had had numerous teachers, none of whom could reach the child.

"We enrolled her in a Title I class of five students," her coordinator stated. "We made sure she got loads of personal attention and worlds of praise. The praise was the main thing. It seemed to be the key for Debbie," she said.

Five months after the youngster began the program her teacher began seeing signs of progress. Her placidness disappeared and for once, she seemed eager to learn. In fact, Debbie gained more progress in reading skills in that period than any other third grader in the program, according to post-test results.



Ware County

For Debbie and 300 other disadvantaged students receiving reading instruction under Title I, individualized attention is the key word. Coordinators and teachers strive to provide as much help as possible for the children, according to the weaknesses or needs of each.

The student-teacher ratio is kept quite low: no more than 15 students to a class. And each of the five Ware County elementary schools which qualify for Title I employ at least one full-time instructor, many of whom are reading specialists.

"We take students who are at least six months behind their grade level in reading ability," the coordinator noted. Classes meet every day during the school year for 30 to 50 minutes, depending on the age of the students. Remedial reading classes are conducted mainly for grades three through seven, although some first and second graders do enroll.

"This is the fourth year we have used the system we have now," the coordinator explained. "It's been very successful. The image the youngsters have of themselves is one of being privileged, that they are among the favored few who take special courses."

She explained that the teachers do much to perpetuate this image. Many of the children have never known academic success. The praise they receive from instructors is a goal they can work for and obtain as they watch themselves improve their literary skills.

One special project all of the teachers have adopted is that of requiring each student to write, illustrate—and even bind his own story book. They bring these to class, reading their stories and showing their drawings to one another. This has helped create interest in other reading materials and subjects as well.

The materials used in the program are well received by teachers and students alike. Instructors carefully select low-level, high-interest material for first through third graders. This frequently includes the SRA reading kits and the Webster-McGraw series for those who have not mastered basic phonetic skills.

The program is designed to diagnose students who are capable of performing at higher levels. A special cassette-headphone apparatus helps teachers determine a child's reading comprehension. As many as five students can plug into the set at one time.

Ware County's program has set an example for numerous other Title I and remedial reading courses throughout the Southeast. The project operates on $86,000, which is lower than many budgets of similar sized programs.